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ABSTRACT

This bibliography is designed to help teachers find resources and suitable K-12 classroom materials that introduce and incorporate global perspectives into curricula. This collection emphasizes the interrelatedness of world problems and issues, as well as of areas of the world. The bibliography contains the following three sections: resources for teachers, resources for classroom use, and resources produced by selected projects and organizations for teachers and classroom use. Section I on teacher resources contains lists of books and pamphlets, bibliographies of resources for teachers, journal articles, and selected continuing sources for information , materials, and teaching ideas. Section II on classroom materials provides lists of reading materials, multimedia materials, media guides and publishing agencies, simulations, and bibliographies. The third section identifies projects and organizations whose resources and services may be helpful to teachers. Most of the entries in this bibliography include availability information and short annotations. (ND)

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GLOBAL PERSPECTIVES: A BIBLIOGRAPHY

Prepared by

Patricia Basa and Tony Codianni

MID-AMERICA PROGRAM FOR GLOBAL PERSPECTIVES IN EDUCATION
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INTRODUCTORY STATEMENT

This bibliography is designed to aid teachers in finding resources and suitable classroom materials that introduce and incorporate global perspectives into the curriculum. In selecting materials, the preparers used a definition of global studies which encompasses a planetary rather than an area study or intra-cultural approach. The emphasis is on the inter-relatedness of world problems and issues as well as of areas of the world.

The bibliography is a sampling of resources and materials with a global perspective. It is not a complete listing.

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SECTION I -- RESOURCES FOR TEACHERS

Books

Abraham, Herbert J., World Problems in the Classroom, Paris, UNESCO, 1973.
A teacher's guide to some United Nations tasks.

Adventure on a Blue Marble: Approaches to Teaching Intercultural Understanding, Atlanta: Southern Association of Colleges and Secondary Schools, 1969.
An attempt to assist teachers in their efforts to help students accept and appreciate others for what they are and to value the rich and varied contributions of all cultures. Includes case studies and bibliography.

Alker, Hayward R. Jr., Bloomfield, Lincoln P., and Choucri, Nazli, Analyzing Global Interdependence, Center for International Studies, M.I.T., Cambridge, Massachusetts, 1974.
A four volume study of the likely impact of interdependence on policy making. Includes discussions of energy, resource depletion and increased trade.

Angel, Robert C., Peace on the March, Transnational Participation, New York: Van Nostrand Reinhold, 1969.
Explores the effects of increased transnational participation on hopes for achieving international accommodation.

Bagdikian, Ben H., The Information Machines: Their Impact on Men and the Media, New York: Harper Colophon Books, 1971.
An insightful treatment of the nature of the information machines and how they will influence our lives.

Becker, James, Education for a Global Society, Phi Delta Kappa Educational Foundation, Bloomington, Indiana, 1973.
Outlines some of the imperatives of globalism, provides a perspective on transnational participation, and offers some guidelines for global education in schools.

Becker, James M., and Mehlinger, Howard D., eds. International Dimensions in the Social Studies, 38th Yearbook, National Council for the Social Studies, Washington, D.C., 1968.
Offers a setting and a framework for international studies. Emphasizes the need for new perspectives in many related areas.

Bobrow, David B., International Relations -- New Approaches, Free Press, New York, 1972.
Provides an overview of new approaches and suggests a basis for evaluating both new and more traditional approaches. Lists sources of change and provides examples of newer methods of analysis.

Brown, Lester, In the Human Interest, A Strategy to Stabilize World Population, W.W. Norton & Company, New York, 1974.
An interdisciplinary analysis calling for immediate efforts to stabilize the world's population and abandon the pursuit of super-affluence.

Brown, Lester, World Without Borders, New York, Random House, 1972.
A clearly written source for both students and teachers which deals with such problems as the environment, the rich-poor gap, urbanization, and hunger, and shows the interrelationships with population trends, resource shortages, and the arms race. The author describes the meaning of multinational corporations and global interdependence, and also suggests ways of achieving a better world in the future.

Burton, John, World Society, Cambridge University Press, New York, 1972.
An analytical interdisciplinary approach which views world society as a total environment. Describes ethnic, political, economic and ideological systems and discusses decision-making, roles, non-national activity, problems of perception, values and conflict. A clear demonstration of a systems approach.

Commoner, Barry, The Closing Circle: Nature, Man and Technology, Alfred Knopf, New York, 1971.
A lucid description of ecology, and suggestions for some needed changes in economic thinking if we want to survive.

Castel, Helene, World Development, Macmillan, New York, 1971.
A book of readings that raises questions about basic goals and values of development; attempts to place the development process in a context of human dignity and justice.

Deutsch, Karl W., Nationalism and Its Alternatives, New York, Alfred A. Knopf, 1969.
A succinct and clear explanation of the concept of political integration.

DuBos, Rene, A God Within, New York, Charles Scribner's Sons, 1972.
This book contains a chapter on the curious persistence of place as an important symbolism for humans. The author's inference is that smaller rather than larger political units are preferable.

Ehrlich, Paul, How to Be A Survivor: A Plan to Save Spaceship Earth, New York, Ballantine Books, Inc., 1971.
Uses principles of spaceship operation to suggest what needs to be done in such areas as population, hunger, governmental reforms, and justice if our planet is to survive.

Ehrlich, Paul R., and Anne H., Population Resources and Environment: Issues in Human Ecology, 2nd ed., San Francisco: W.H. Freeman and Company, 1972.

Etzioni, Amitai, The Active Society, New York, Macmillan, 1968.
Outlines political and social processes which constitute a self-developing advanced industrial society.

Fielder, William R., A Rationale: Holt Data Bank System, New York: Holt Rinehart and Winston, 1971.
An explanation of the assumptions, chief components, and teaching strategies of the data bank approach. Clearly outlined and illustrated with concrete examples.

Ferkiss, Victor, Technological Man: The Myth and the Reality, New York: George Braziller, 1969.
Concludes that technological man is more myth than reality, but that survival may require such a development, as well as a new philosophy and a new naturalism.

Falk, Richard, This Endangered Planet, Random House, New York, 1971.
Argues that preoccupation with the warfare-threat system has kept us from dealing with poverty, racism, overpopulation, and diseases; calls for massive redirection of human energy and material resources.

Fisher, Roger, ed., International Conflict for Beginners, Harper and Row, New York, 1969.
A handbook on the analysis of recent international affairs; uses current problems in presenting ideas; a pragmatic, non-moralistic approach emphasizing "Yesable Propositions."

Fuller, Buckminster R., Operating Manual for Spaceship Earth, Carbondale: Southern Illinois University Press, 1969.
Recommends "general systems theory" as a form of technical expertise for better piloting of spaceship earth.

Global Development Studies, New York, Management Institute for National Development, 230 Park Avenue, New York 10017, 1973.
A curriculum outline for teachers. Emphasizes interdependence and global systems. It deals with such topics as environment, resources and poverty.

Goodlad, John, et al, Toward a Mankind School: An Adventure in Humanistic Education, McGraw Hill, 1974.

Gordenker, Leon, The United Nations in International Politics, Princeton, New Jersey: Princeton University Press, 1971.
A number of experts provide answers to such questions as: How can we understand the United Nations? How can we assess the prospects for the future of the UN?

Hardin, Garrett, Exploring New Ethics for Survival: The Voyage of the Spaceship Beagle, Viking, 1972.
An appraisal of what man must do to survive. Includes discussion of pollution, population, resources and ethics.

Hoffman, Arthur, editor., International Communication and the New Diplomacy, Bloomington: Indiana University Press, 1968.
Specialists in various fields discuss what their respective disciplines can bring to the study of interpersonal and intergroup relations across national boundaries, and what the diplomat can learn from their findings.

Howe, James W., and the staff of the Overseas Development Council, The U.S. and the Developing World: Agenda for Action, 1974, New York, Praeger Publishers, 1975.
The Council's annual assessment of current issues and decisions facing the United States in its relation with the developing countries. The study consists of a keynote essay; eight policy analyses of specific issues including "The Energy Shock and the Development Prospect," "The Politics of Scarcity," and "Food: Growing Global Insecurity," and over 70 pages of up-to-date data covering the entire range of U.S. developing world economic transactions.

Hutchins, Robert M., The Future of International Relations, New York: United Nations Institute for Training and Research, 1970.
The author argues that nations should think of education as a means to full humanity for their populations rather than as a means to power, prestige, or wealth.

Hutchins, Robert M., The Learning Society, New York: Praeger Publishers, 1968.
Contains a chapter on the nation-state and the world community.

King, David C., International Education for Spaceship Earth, (New Dimensions Series) Thomas Y. Crowell, New York, 1971.
Suggests a "spaceship earth" perspective for education in response to our new global interdependence. Reviews recent curriculum projects, innovations in teaching methods and resources, and introduces strategies for change.

Mark, Terry, Teaching for Survival: A Handbook for Environmental Education, New York: Ballantine Books, 1971.
An ethical and practical plan for transforming the educational system, with the idea that humanity can be measured against human treatment of the nonhuman world.

McHale, John, The Future of the Future, New York: George Braziller, 1969.
Discusses some likely characteristics of the impending planetary society. Includes discussions of life styles, cultural diffusion, individual participation, and work.

Mead, Margaret, Culture and Commitment: A Study of the Generation Gap, New York: Doubleday and Company, 1970.
An analysis of the search for a new commitment by today's youth. Suggests that there are new resources and approaches available.

Meadows, Dennis, The Limits of Growth, A Universe Book, New York, 1972.
Predicts a world-wide collapse within a century unless the growth of population and industry is halted and a "global equilibrium" established.

Millar, Jayne C., Focusing on Global Poverty and Development: A Resource Book for Educators, Washington, D.C. Overseas Development Council, 1974.
Designed to help teachers include a global perspective in existing courses. The brief essays in Section I suggest ways to provide a global perspective in such courses as U.S. History, Anthropology, Economics, World History, and others. Section II contains background essays on such topics as modernization and change; population, hunger, and affluence in an interdependent world; the global crisis in jobs; trade and tourism; and environment and development. Ideas for class activities and guidelines for simulation and role-playing are also offered. Part II includes case studies, maps and charts. A selective film guide and glossary are included.

Muller, Ronald, and Barnett, Richard, with Joseph Collins and David Moore (eds.), The Earth Managers: The Global Reach of the Multinational Corporations, New York: Simon and Schuster, 1974.
Critical review of the operation of multinational corporations. Includes case studies and a wealth of data.

Myrdal, Gunnar, The Challenge of World Poverty: A World Anti-Poverty Program in Outline, New York: Vintage Books, 1970.
This book draws upon the generalizations and conclusions of Myrdal's massive three-volume study, Asian Drama: An Inquiry into the Poverty of Nations (1969), but is written for a general audience. Myrdal concludes that most programs fail because they ignore fundamental defects in the world's economic structure--defects that require radical changes, not mere band-aid patchwork and repair.

Nesbitt, William A., Teaching About War and War Prevention, New York: Thomas Y. Crowell, 1971.
Provides a framework for classroom consideration of questions about causes of conflict, violence, and war. Contains suggestions for classroom exercises and a selected bibliography.

Pickus, Robert, and Woito, Robert, To End War, World Without War Council, 1730 Grove Street, Berkeley, California 94709, 1974.
Introductory, comprehensive guide to all the topics affecting the problems of war and peace. Identifies and annotates the best current books, all of which can be ordered through the World Without War Council. More than a bibliography, it rationalizes a complex field.

Reischauer, Edwin O., Toward the 21st Century: Education for a Changing World, Alfred A. Knopf, New York, 1973.
Argues that the universal problems faced by humankind require international negotiation which in turn requires an informed citizenry educated in a new and radically different way. Better understanding of the outside world and changes in attitudes toward other people are seen as crucial to human survival.

Roby, Pamela (ed.), The Poverty Establishment, New York: Prentice-Hall, 1974.
This book describes and criticizes the maintenance of poverty and wealth in the United States. Sections of the book, drawn from the works of such writers as David Horowitz, Frances Fox Piven, and William Ryan, provide an historical perspective, survey governmental subsidies to the rich and governmental programs for the poor, examine exploitation of poverty programs by corporations and attempts of the poor to work within the system, discuss causes of poverty, and suggest steps to reduce poverty and inequality.

Roszak, Theodore, Where the Wasteland Ends: Politics and Transcendence in Post-Industrial Society, New York, Doubleday and Company, 1972.
Expresses the conviction that the "one world" idea is coming too rapidly, that people are not ready and will not accept it, and that, in the meantime, it helps erode authentic cultural localism.

Russett, Bruce M., What Price Vigilance? The Burdens of National Defense, Yale University Press, 1970.
A dispassionate, objective analysis of why expenditures for national defense are so high and what some of the consequences are for American politics, the economy, and the society.

Schumacher, E.F., Small is Beautiful: Study of Economics As If People Mattered, New York: Harper and Row, 1973.
Presents arguments for limiting growth and brings up the relevant question of whether the nation-state is a suitable vehicle for handling such limitation.

Seaberg, Stanley, Teaching the Comparative Approach to American Studies, New York, Thomas Y. Crowell, 1969.
Uses case studies to demonstrate a way of viewing societies or issues in a comparative framework. Cases include nationalism, the American Revolution, and interventionism.

Simon, Paul and Arthur, Politics of World Hunger: Grass Roots Politics and World Poverty, New York: Harper and Row, 1973.
A documentation of the economic problems of developing countries and their relationship to the economic and political policies of the United States. The book provides specific recommendations for U.S. policies in light of developing country problems of hunger, overpopulation, and poverty.

Sprout, Harold, and Margaret Toward a Politics of the Planet Earth, Van Nostrand-Reinhold, New York, 1971.
Explores the possible revolutionary effects of the threat of world-wide ecological catastrophe on the organization and governance of our world. Shows how the dilemma of rising demands and insufficient resources is producing important changes in the power and policies of nations.

Spurgin, John and Smith, Gary R., Global Dimensions in the New Social Studies, Center for Teaching International Relations, University of Denver, Denver, Colorado.
An assessment of the degree to which international studies concepts permeate the major social studies curriculum projects. Contains information about readily available materials needed for use in global studies classes.

Stone, Frank A., Multicultural and Worldminded Teaching, World Education Project, School of Education, University of Connecticut, Storrs, Connecticut, 06208.
Contains a useful annotated bibliography in the general subject area of world problems.

Thompson, William Irwin, Passages About Earth: An Exploration of the New Planetary Culture, Harper and Row, New York, 1974.
Takes the reader on a spiritual voyage along a variety of paths which suggest possible futures for man.

Vernon, Raymond, Sovereignty at Bay: The Multinational Spread of U.S. Enterprises, New York: Basic Books, 1971.
Provides insight into the problems posed by business and government to this new kind of enterprise.

Wagar, Warren W., Building the City of Man: Outlines of a World Civilization, New York, Grossman Publishers, Inc., 1971.
An analysis of the failings of modern civilization and proposals for a radically restructured world order for the future.

Wallia, D.D., editor, Toward the Twenty-First Century, New York: Basic Books, 1970.
Stresses the need for efforts to preserve human values in our technical society. Argues that it would be suicidal to let technology overshadow ecology.

Ward, Barbara and Rene DuBos, Only One Earth: The Care and Maintenance of a Small Planet, W.W. Norton and Company, New York, 1972.
Examines environmental problems in a global perspective. Discussed are the social, economic and political dimensions of such issues as: misuse of resources, pollution, population, unbalanced development, and urbanization. Drafted originally as an unofficial report for the United Nations Conference on the Human Environment.

Bibliographies of Resources for Teachers

"A Bibliography of International Studies," Guide to Reading for Social Studies Teachers, National Council for the Social Studies, Washington, D.C., 20036, 1972.

Nesbitt, William A., Teaching About War and Its Control: A Selective Annotated Bibliography for the Social Studies Teacher. Available from: Studies in International Conflict Project, Center for International Programs and Comparative Studies, State Education Department, Albany, New York 12224.
A bibliography prepared especially for the use of secondary school teachers.

Newman, Arthur, A Select Bibliography on International Education, available from the author, University of Florida, Gainesville, 32601.

Fisher, Robert and Wolin, Robert, To End War: An Introduction to the Ideas, Books, Organizations, and Work that Can Help. Available from World Without War Council, 1730 Grove Street, Berkeley, California 94709.
This bibliography, recently revised, is now a standard in the field, covering the substantive aspects of war-peace issues.

The U.N. publishes a bibliography of its materials called the United Nations Documents Index every month with a cumulative yearly index. Reports and papers of the organizations are included. A large public library would carry this index. Some of the Specialized Agencies, which are relatively independent bodies, publish their own catalogs as well as being included in U.N.D.I.

Webster, Gordon V., An Annotated Bibliography on War and Peace. Available from War, Peace, and Conscience Project, Box 731, Stonybrook, New York 11790.

Articles

"American Business Abroad: The New Industrial Revolution." Saturday Review 52 (47): 31-56; November 22, 1969.
A series of articles dealing with the impact of the multinational corporation in rich and poor nations.

Barnet, Richard, "The Game of Nations," Harper's, November 1971.
Examines the mentality behind America's belief that in order to be the number one nation you have to be able to do what you want, when and where you want to do it.

Becker, James M., "The Nation-State, Obsolete or Dominant?" Atlantic Information Centre for Teachers, 37a High Street, Wimbledon, London, SW195BY, England, 1971.
The question of the utility of the nation-state is raised directly in this article.

Bohannan, Paul, "Beyond Civilization," Natural History 80: 10, 50-67; February 1971.
A look at the requirements for survival and ironies in the post-civilization culture. Sees "phase 2" as a new opportunity to understand the mysteries of life and culture.

Brown, Lester R., "Global Food Security," The Futurist, 1974.
Rejects the view that current food shortages are a temporary phenomenon, and argues that shortages reflect long-term trends that have been exacerbated by growing populations among poor nations and rising standards of living among the rich.

Brown, Lester R., "Population and Affluence: Growing Pressures on World Food Resources," Population Bulletin, Vol. 29, No. 2, Washington, D.C., Brookings Institution, 1973.

"Cleaning Humanity's Nest: The New Planetary Priority," Saturday Review 53 (10): 47-66; March 7, 1970.
Includes articles on "Prospects for Spaceship Man," "The Politics of Ecology," "Earth Watch," and "Environment Bookshelf."

Cleveland, Harlan, "Our Coming Foreign Policy" Saturday Review September 6, 1975.
Notes that two-thirds of the world wants a fairer shake in the distribution of the world's riches. Discusses how the U.S. might react.

"Columbus in the World/The World in Columbus," Report on a project of the Transnational Intellectual Cooperation Programs, directed by Chadwick Alger, Mershon Center, Ohio State University. International Associations 8-9, 1974.

Cousins, Norman, "Needed: A New World Theme Song," Saturday Review, July 13, 1968.
An appeal for a change of emphasis in international and cross-cultural contacts.

Disch, Robert, editor. The Ecological Conscience: Values for Survival, Englewood Cliffs, New Jersey: Prentice-Hall, 1970.
A series of articles by experts, scientists, poets, educators, and engineers, designed to promote an awareness of the interrelatedness of all things, including values, actions, and visions.

"Education and Futurism," Futures 4 (5): 191-230; December 1970.
World Future Society, P.O. Box 19285, 20th Street Station, Washington, D.C., 20036.
Includes survey of courses in the future being developed at various North American universities.

"Global Hunger and Poverty," Social Education, November-December 1974, Volume 38, No. 7.
This special issue deals completely with the issue of hunger and poverty. A publication of the National Council for the Social Studies.

"International Education for the Twenty-First Century," Social Education, November, 1968. Available from the National Council for the Social Studies.

"Peace," Journal of the American Association of University Women, 63 (4): 153-208 (whole issue); May 1970.
A series of articles by experts suggesting some approaches to furthering the cause of peace.

"Political Conflict: Perspectives on Revolution," Journal of International Affairs, Vol. 23, No. 1; 1969.
Provides different theoretical frameworks for studying revolution as an important force in politics.

Smart, Reginald, "The Goals and Definitions of International Education: Agenda for Discussion." International Studies Quarterly, December 1971.
Identifies several different widely accepted goals for international education and demonstrates the need to face honestly their implications. The goals are: national power, mutual understanding, permeation of ideas, and national development.

"Teaching Topic: Media." In The World and the School, London: Atlantic Information Centre for Teachers, February 1971.
Deals with the problems created by the impact of mass media on the formation of a coherent view of world events. Includes articles on the media, classroom implications of media viewing, and a selected bibliography. The World and the School, a review for teachers of current international affairs, and Crisis Papers, an ad hoc series analyzing current crises, including comments from newspapers and journals of several countries.

Thompson, William Irwin, "Planetary Vistas," Harper's, December 1971.
Looks toward a transformation of civilization to planetization with a mystical view to guide humankind.

Viederman, Stephen, ed., "Population Education," Social Education, Vol. 36, No. 4, April 1972.

Ways, Max, "More Power to Everybody," Fortune 81 (5): 173-75, 290-99, May 1970.
Argues that wider distribution of power and broadening of participation by individuals in controlling their own lives are creating a new social vigor.

White, Ralph K., "Selective Inattention," Psychology Today 5 (6): 47-50, 78-84, November 1971.
Using Vietnam as an example, the author points out how, once an activity is well under way, the tendency is to retain thoughts in harmony with it and discard others.

Wright, James D., "Life, Time and the Fortunes of War," Transaction, January 1972.
The report of a study of whose opinions are more manipulated by the mass media--the common man or the upper-middle-class elites.

Selected Continuing Sources for Information, Materials and Teaching Ideas

Development Forum is a monthly newspaper published free of charge by the Centre for Economic and Social Information (CESI), United Nations, Palais des Nations, CH-1211 Geneva 10, Switzerland. It is available in English, French, Spanish, Italian, and German. Areas of interest include: Development Education, Disarmament and Development, Economic Development, Environment, Population, Social Development, and Trade. When ordering Development Forum, name, address, country, and organizational affiliation are requested.

Focus on Asian Studies is a quarterly newsletter published for $1.00 a year by the Service Center for Teachers of Asian Studies, Association for Asian Studies, Ohio State University, 29 West Woodruff Avenue, Columbus, Ohio 43210. News and information on activities of organizations interested in Asian studies, teaching ideas and extensive annotated lists of materials and books are included in each issue. Focus is an excellent way for a teacher of Asian studies to keep current on what's happening in the field.

Headline Series is published five times a year by the Foreign Policy Association, 345 East 46th Street, New York, New York, 10017 at a cost of $1.40 per copy. Back copies are also available; over 70 titles are listed in their 1974 catalog. Included are the U.S.S.R., Eastern and Western Europe--17 titles; Asia--14 titles; Africa, Latin America, the U.N. and the Middle East with five titles each; U.S. foreign policy problems--10 titles; and World Problems--19 titles. These 60 page booklets give concise, understandable, thorough and sophisticated treatments of the topics covered.

Ideas and Action Bulletin is published monthly, except in the summer, by the Coordinator, FFH/Action for Development, FAO, 00100 Rome, Italy. The Freedom From Hunger Campaign and Action for Development are joint projects of the U.N. and the Food and Agriculture Organization, a specialized agency of the U.N. Many of the articles are written by Third World personnel who have been practically involved in development efforts. The Bulletin has about five or six short articles on development projects in various parts of the world in a typical issue. News from the national committees of the FFH campaign and Action for Development committees and discussions of educational materials from both developed and less developed countries are frequently included as well.

Intercom is presently published by the Center for War/Peace Studies, three to five times a year. Subscription rates start at five issues for $6.00 with bulk rates available from Intercom, 218 East 18th Street, New York, New York 10003. Prior to January, 1969, the magazine was published by the Foreign Policy Association whose address is given above. Some 37 titles are available from the FPA. Up to September, 1973, each issue of Intercom had several articles on a single topic, with an extensive bibliography and lists of materials available on the subject. In a major change of format, Intercom retains the single topic format, but the bibliographic features have been drastically curtailed. Instead of factual articles, much more emphasis is placed on practical teaching suggestions and use of material presented in the classroom.

InterCulture News is a newsletter published free of charge by InterCulture Associates, Incorporated, Box 277, Thompson, Connecticut 06277. InterCulture Associates specializes in the importation of books, records, and artifacts, primarily from Asia and Africa. Filmstrips and slides are also availa-

ble. The newsletter is essentially a low key advertising instrument containing editorials on the educational philosophy behind the company and news of its activities and of other organizations with similar interests.

News and Notes on the Social Sciences is published twice a year by the Coordinator for School Social Studies, 513 North Park, Indiana University, Bloomington, Indiana 47401 and is free of charge. Articles on projects, reviews of books and lists of free and inexpensive materials are included in each issue. Articles by teachers, news of conferences, etc., are also included.

Newsletter is published six times per year for $10.00 a year by the Society for Citizen Education in World Affairs. The address of the Newsletter is SCEWA Newsletter, 1511 New Hampshire Avenue, N.W., 9th Floor, Washington, D.C. 20036. The Newsletter consists of three parts. The first contains news of non-governmental organizations and activities dealing with world affairs. The second is news of a more personal sort, a who's who and what are they doing of world affairs organizations. Lastly, new materials of the major organizations dealing with world affairs are described.

Transition is a bi-monthly publication of the Institute of World Order, Inc., an organization involved in promoting the values of peace, social justice, economic well-being, and ecological balance through research and education.

Simulation/Gaming/News is published five times a year at a cost of $4.00 a year (check with order) by Simulation/Gaming/News, Box 3039, University Station, Moscow, Idaho 83843. It is an excellent way of keeping up with books, games, conferences, etc., on simulations and games for the classroom. Reviews of new materials and news, articles on various aspects of simulations and their use are included. The March, 1974 issue had a special section on simulations and games in the church and values taught by gaming generally. The interested novice as well as those familiar with simulations and games will find S/G/N useful as a way to find out what's happening in a rather fluid field.

Spectrum is a newsletter examining foreign policy issues of domestic significance. A bi-monthly publication of the Student Advisory Committee on International Affairs, 1717 Massachusetts Avenue, N.W., Suite 503, Washington, D.C. 20036.

ERIC (Educational Resources Information Center) is a nationwide information system designed to help educators keep up-to-date in their field. ERIC ChESS, Clearinghouse for Social Studies/ Social Science Education, 855 Broadway, Boulder, Colorado 80302, has produced a number of valuable documents in the world studies field. Included are Off the African Shelf: An Annotated Bibliography; The Status of World History Instruction in American Secondary Schools; Teaching International Relations; Global Dimensions in the New Social Studies; A Preliminary Review of the Intercultural Dimensions in International/Intercultural Education, Grades K-14. They also publish Keeping Up, a free newsletter containing announcements of all publications, news items and a selection of abstracted documents.

Hope News is a publication of Project Hope, The People-to-People Health Foundation, Inc., 2233 Wisconsin Avenue, N.W., Washington, D.C. 20007.

International Interaction is a Bulletin of the International Education Project, American Council on Education, One DuPont Circle, Washington, D.C. 20036.

Communiqué is a Newsletter of Intercultural Communication Programs, published by the Regional Council for International Education, 101 Bruce Hall, University of Pittsburgh, Pennsylvania 15213.

International Peace Studies Newsletter, Center for Peace Studies, The University of Akron, Akron, Ohio 44325.

SECTION II -- RESOURCES FOR CLASSROOM USE

Reading Materials -- Books, Kits, Unit Materials

Blaustein, Arthur I., and Woock, Roger R.(eds.), Man Against Poverty: World War III, New York, Vintage Books, 1968.
Especially good for senior high school, and one of the few books that deals with both U.S. and world poverty development issues. Many of its statistics are unfortunately now dated, since the facts about poverty today are generally bleaker than those cited in the volume's 40 articles. Its three sections are: "Beyond the Cold War"; "Poverty in the United States," and "Poverty in the World." Each section discusses the problems, presents cases, and suggests possible solutions. See especially the articles by Senator J.W. Fulbright, Michael Harrington, Martin Luther King, Jr., Franz Fanon, and Robert Heilbroner.

Bliss, Betsy (ed.), "Concern: Poverty" and "Concern: Race." Available from Silver Burdett Company, 250 Jane Street, Morristown, New Jersey 07960. The Leader's Guide is a guide to the entire series of booklets. The above two (of a series of eight booklets on social issues) are excellent discussion resources. They include photos, drawings, questions, quotes from writers, songs, firsthand accounts, statistics, etc.
The discussions focus on domestic issues. Since the materials in "Concern: Race" also deal with poverty, the two are complementary. The Leader's Guide has an excellent section on how to facilitate a discussion. Films are suggested for each of the topics and there are four or five pages of good discussion questions for each booklet.

Brodie, Bernard, and Fawn M., Crossbow to H-Bomb, Bloomington, Indiana University Press, 1973.
Helps students to put modern war into perspective.

Brodie, Bernard, War and Politics, New York, Macmillan, 1973.
Also helps students to put modern war into perspective.

Brown, Jerry, A Plan for an Instructional Unit on Population Dynamics, Bloomington: Social Studies Development Center, Indiana University, 1971.
Presents a comprehensive rationale and detailed plan for developing a unit on population. Includes a population-dynamics inventory.

Brown, Lester R., The Changing Face of Food Scarcity, Communiqué No. 21 (Washington, D.C. Overseas Development Council, April 1971).

Concisely outlines the dimensions of hunger and malnutrition around the world and the broad solution required--stabilization of population, lessening ecological stress, and elimination of abject poverty. Brown argues that only by reordering global, national, and personal priorities can these be accomplished.

Brown, Lester R., World Without Borders, New York: Vintage Books, 1972.

Lester Brown discusses the diverse and complicated developments of the past decades to document the growing interdependence of nations in a world in which problems are increasingly of global dimension (world food shortages, world inflations, world population problems, world environment crises, etc.) and in which only global responses can meet the challenges posed by these problems.

Castel, Helen (ed.), World Development: An Introductory Reader, New York: Macmillan, 1971.

A selection of readings designed to provide insights into many aspects of development from a number of diverse viewpoints. Good for senior high school students and undergraduates.

Coles, Robert and Clayton, Al, Still Hungry in America, New York: New American Library, 1973.

Vivid, frank photographs and compelling text (comments of the poor as told to interviewer Robert Coles) document poverty in the United States in human terms. The faces and words give poverty a meaning and reality most Americans cannot comprehend.

The Concerns of Man, A Literature Series, McDougal, Littell and Company, Evanston, Illinois, 60204.

Topics include: brotherhood, environment, war, and peace.

"Declaration of World Citizenship," 1971. Available from: United Nations Association of Minnesota, 55 South 8th Street, Minneapolis, Minnesota, 55415.

State of Minnesota declaration, printed on parchment, suitable for framing.

de Jesus, Carolina Maria, Child of the Dark, New York: Signet, 1962.
This autobiography of a "favelado" (one who lives in a slum) in Sao Paulo provides startling insights about life in one of the worst urban slums in the world. Selections can be assigned as readings, in order to convey understanding of the physical and psychological effects of poverty.

Dunstan, Mary Jane and Garlan, Patricia W., Worlds in the Making: Probes for Students of the Future, Englewood Cliffs, New Jersey: Prentice-Hall, 1970.
Challenges students to become aware of their values, to seek meanings in the changing present by exploring, imagining, and evaluating the future. Includes problems, probes, and projections to stimulate the reader and open his or her vision to new possibilities.

Ehrlich, Paul R., and Anne H., The End of Affluence: A Blueprint for Your Future, Ballantine Books, New York, 1974.
Describes how the world system is functioning, cites population growth, increasing affluence, and faulty use of technology as major factors in the declining quality of life, and offers suggestions for survival.

Families Around the World and Teacher's Guide, Minneapolis: Project Social Studies Center, University of Minnesota.
Uses studies of family patterns to deal with such concepts as culture, role, and socialization. Provides a basis for subsequent study of community, political systems, and culture values.

Fersh, Seymour, ed., Learning about Peoples and Cultures, McDougal, Littell and Company, Evanston, Illinois, 1974.
An excellent selection of visuals, readings and commentary dealing with human viewpoints and cultural patterns.

Four Communities Around the World (and Teacher's Guide), the Taba Social Studies Curriculum, Addison-Wesley, Menlo Park, California, 1969.
A series of curriculum guides and teaching units, interdisciplinary and planned for sequential development of skills and attitudes as well as knowledge.

Ford, Richard, Tradition and Change in Four Societies: An Inquiry Approach, New York, Holt, Rinehart and Winston, 1974.
The four societies and corresponding concepts emphasized in this course are China (political change), India (economic development), Brazil (race relations), and West Africa (urbanization). A variety of materials and activities helps students to better understand these particular countries and to explore the human issues and values involved in social change no matter where the locale. A semester course for grades 9-12.

Fraenkel, Jack; Carter, Margaret; Reardon, Betty, "Peacekeeping," Perspectives in World Order Series, New York, Random House.
A booklet which helps students to think about alternative ways in which conflict can be controlled in the future through changes in the present international system, and the adoption of some better system of world organization.

Geography in the Urban Age and Teacher's Guide with each of six units. High School Geography Project, School Division, Macmillan, 866 Third Avenue, New York, 1969-70.
A new approach to the teaching of geography using simulations; topics include "Japan," "Cultural Geography," "Political Processes," and "Habitat and Resources."

"Great Decisions 1976," Foreign Policy Association, New York, 1975.
Concise summaries and discussion of questions relating to eight current foreign policy or world issues. Topics include "India," "Arabs vs. Israelis," "The U.S. in the World Economy," and "Rethinking U.S. Foreign Policy."

The Handwriting Is on the Wall, published by World Neighbors, 5116 North Portland Avenue, Oklahoma City, Oklahoma 74112.
Presents a spectrum of commentary on world development including the writings of Third World economists and political leaders. Through the variety of perspectives, it poses important questions: What should be the goals of development? How can the needs of developing nations be met most satisfactorily? What has been the effect of past aid granted by developed nations? What obligations do developed nations have to developing ones? It is a useful source for pithy comments to start class discussions; it has a special section on food and agriculture.

Holt Databank System, Inquiring About Cultures: Studies in Anthropology and Sociology, New York: Holt, Rinehart and Winston, 1972.

The first section of this fourth-grade text deals with the study of people in different geographical locations and in groupings of various sizes. The second section deals with changing cultures and the movement from rural to urban life. Examples are drawn from nineteenth-century and contemporary America, and cities in Nigeria, Brazil, and India. Excellent text, clearly written, makes easy transitions in connecting basic development issues across time and national boundaries.

Holt Databank System, Inquiring About Technology: Studies in Economics and Anthropology, New York: Holt, Rinehart and Winston.

This sixth-grade text helps students understand basic contemporary problems in modern and non-modern countries--the economic interdependence of rich and poor nations; food/population and the standard of living in India; poverty in America and technology and environmental pollution. Complex issues become clear through carefully chosen examples, simple graphs, powerful illustrations, and a supplementary simulation game.

Kraft, Dick, and Victor, David, Global Perspectives Handbook, Mid-America Program, Social Studies Development Center, Indiana University, 1975.

This handbook contains six exemplary lessons which could be plugged into any course to provide a global perspective and a greater understanding of interdependence.

Lessons from the Moon: A Teaching Guide to the Multi-Media Archive, New York: New York Times, 1969.

Provides insight into and raises questions about the implications of man's exploration of space for life on earth.

Let Us Examine Our Attitude Toward Peace, edited by Priscilla Griffith and Betty Reardon.

A booklet of readings on the psychological and political barriers to world peace. Discussion questions and activities suggestions. Grades 11-14.

"Man at Aq Kuprik: Tradition and Change in Village Life," a teaching/learning packet; also Perspectives (a set of 12 separate booklets on a single theme). American Universities

Field Staff, 3 Lebanon Street, Hanover, New Hampshire 03755. Topics include: "The Impact of Modernization on Traditional Societies," and "The Impact of Population on Society."

Markandaya, Kamala, Nectar in a Sieve, New York, The John Day Company, 1954.
A novel about the struggle of a village family in India for survival. They are trapped by forces beyond their control --natural disasters, famine, the effects of industrialization. It is a simple story of the dilemmas faced by millions of people in poor nations and is good reading for high school students.

Massialas, Byron G., and Zevin, Jack, World Order, (World History through Inquiry Series), Rand McNally, School Division, Box 7600, Chicago, Illinois, 60680, 1969.
Emphasizes problem-solving skills. It is concerned with ways of achieving and maintaining a world without war. Students are asked to analyze war as a way of resolving conflicts, and to look at alternative models of world organization in the year 2000.

Media Supported World Affairs Seminars, Association of School Librarians, 503 East Huron, Chicago, Illinois, 1971.
A report on the use of the seminar method in high school classes studying current world affairs issues. Contains actual dialogue. Issues include: "America's Position in China," "Allende Election in Chile," "Arab-Israeli Conflict," and "Detente in Europe."

Moore, Roberta, War and War Prevention, Rochelle Park, New Jersey, Hayden Book Company, 1974.
This book is aimed at high school students and takes up the causes of war, from human nature to factors intrinsic to the nation-state system. It is especially helpful in discussing alternative models for preventing war, including the limited world government. The book includes scenarios for testing the models and gives suggestions for classroom activities.

Morris, Don, Lessons about Interdependence, U.S. Committee for UNICEF-School Services.
Three lessons demonstrate the interdependence involved in three global topics: political systems, food distribution, and health conditions. These materials could be used with elementary or senior high groups.

Oswald, James and Matriano, Estela, Earthshir, Institute for World Order, 11 West Forty-Second Street, New York, New York, 10036.

This book of thirty activities is subtitled "Four-Dimensional Fluid Geography of Spaceship Earth." Activities direct students in measuring the globe, using locational grids, and considering the time dimension. It is designed to strengthen student understanding of the earth as a totality with many dimensions. Initiated by a transnational group, this book has been field-tested in eight nations. Plans for Phases I and II call for materials about global crises and decision-making for global survival.

Sociological Resources for Secondary Schools, Allyn and Bacon, Boston, 1970.

Based on selected sociological concepts such as culture, stereotypes, ideology, and values, these materials emphasize the process of sociological inquiry. Includes episodes (short units) and readings which can be used to supplement problems of democracy in other social studies courses.

Schools Council Integrated Studies, Schools Council Publications, London, Oxford University Press, 1972.

These materials, first appearing in 1972, attempt to promote the study of "large and complex human issues" in an interdisciplinary way. They were developed for ages 11-14. Three units are available. Exploration Man (Unit One) contains a teaching guide for helping students understand their local surroundings. It has no student materials. Communicating With Others (Two) and Living Together (Three) provide pamphlets, tapes, and slides flexibly designed for small or large group use. Materials utilize some cross-cultural examples, especially historical case studies, such as Imperial China, as the focus of Unit Three. Thus, the course approaches a global outlook.

Schools Council/Nuffield Humanities Project -- United Kingdom, published by Heinemann Educational Books, London.

These materials, designed for British high school students, first focus on group process. Teachers are asked to chair discussions in place of lecturing. The project provides a vast range of articles, tape recordings, essays, pictures and poems on various topics which serve as the context for those discussions. Students individually study those materials which interest them most. Each one then brings a

unique perspective to the discussion. Materials have been prepared on nine topics of global concern: war, education, the family, relations between the sexes, poverty, people and work, living in cities, law and order, and race relations.

Stycos, J. Mayone, Margin of Life: Population and Poverty in the Americas, photographs by Cornell Capa, New York: Grossman Publishers.
Honduras and El Salvador are used to present a graphic microcosm of population and poverty problems in Latin America. Photographs and text (much of it drawn from interviews with the poor) make appallingly clear the web of problems facing poor countries and how grim the prospects are for change. Teachers can use pictures and case studies from this to make real the conditions so often described by statistics and generalizations.

Toffler, Alvin, Future Shock, New York: Random House, 1970.
A revealing, exciting treatment of the process of rapid change. Provides suggestions for future shock observers.

Vernon, Raymond, Sovereignty at Bay: The Multinational Spread of U.S. Enterprises, New York Basic Books, Inc., 1971.
An excellent background piece to the whole question of global development and the role of the global corporation.

Ward, Barbara, The Lopsided World, New York: Norton, 1968.
Ms. Ward describes the growing disparity between the rich and poor nations of the world and calls for an energetic program of foreign aid designed to meet the problem of economic deprivation. She sees such a program as a just and necessary response to an economically, religiously, and socially interdependent world.

Xerox Educational Publications, 245 Long Hill Road, Middleton, Connecticut. Several short supplementary paperbacks designed for high school classrooms and dealing with global issues: Diplomacy and International Law: Alternatives to War; The Limits of War: National Policy and World Conscience; Organizations Among Nations: The Search for World Order; Peacemaking and Power Politics; Population Control; Propaganda and Public Opinion.

Multi-Media Materials

"Age of Negation," Robert Hanvey, SSSS, 10,000 Culver Blvd., Culver City, California, 90230.
A sound filmstrip reviewing development of nuclear arms with discussion questions and activities.

"Art and Man," Scholastic Magazine.
Published eight times a year in cooperation with the National Gallery of Art. The program includes slides and other visuals. Topics for 1971 and 1972 include issues on Japan and Africa.

"Can the Earth Provide?" 28 minutes, Black and White, NFBC-McGraw-Hill rental $7.00, Indiana University, Audio-Visual Center, Bloomington, Indiana.

"Conflict Resolution," SSSS, 10,000 Culver Blvd., Culver City, California, 90230.
A teaching unit based on the film "Little Island," which encourages students to analyze various modes of communication, including games of strategies, and a case study of the Cuban Missile Crisis. Grade level 7-12.

"Confrontation," Meyers, Ralph and Thorpe, Garry, SSSS, 10, 000 Culver Blvd., Culver City, California, 90230.
Audio-visual material which deals with the international system. This unit contains four sound filmstrips using American and original Cuban and Soviet sources to show the background and the perspectives of the protagonists in the Cuban Missile Crisis, and analyze the roles of advisors to policy-makers.

"Development is People," 15 minutes, 1973, Color, Free World Bank.

"Discovering Your World," West, Edith, Spoken Arts, Inc., 310 North Avenue, New Rochelle, New York, 10801.
Three titles: The Universal Language of Children; Cultural Dignity; and Masks are included in this unit.

"Earth Island," Simon and Schuster, New York, New York.

"Future Shock," 42 minutes, Color, $575.00, Rental, $35.00, McGraw-Hill Films, New York, New York.

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"Hunger in America," 52 minutes, 1968, Color, $19.00, Rental from Indiana University, Audio-Visual Center, Bloomington, Indiana, 47401.

Imperialism, Windmiller, Marshall, Zenger Productions, P.O. Box 802, Culver City, California, 1972.
This filmstrip and cassette is used to show that the word "imperialism" has many different meanings and that the phenomenon which it is generally used to identify is complicated and perceived differently by many writers and statesmen. This filmstrip shows how different writers have developed theories about the causes and affects of imperialism, and encourages students to evaluate these theories and perhaps develop their own.

"Intervention: The Middle East," SSSS, $34.00 with record, $39.50 with cassette.
Filmstrip on the phenomenon of intervention in the changing international system; how it has affected the Middle-East and the world system. Teacher's guide and readings for grades 10-12.

"Man: An Ecological Approach," Educational Design, Inc., New York, New York.
Two filmstrips on each topic: Earth, Eco-Problems, Topography, Climate Vegetation, Basic Resources, Technological Resources, Eco-Action, To Earth With Love are available in these series of filmstrips.

"Man: A Cross-Cultural Approach," Educational Design, Inc., New York, New York.
Two filmstrips on each topic: People, Culture, Housing, Transportation, Work, Leisure, Religion, Education, Food, Clothing, Health, Communications are included in this set of filmstrips. They are very descriptive, but no framework exists to link these filmstrips together.

"Must the World Go Hungry?" Filmstrip, 1974, Sound, Color. $15.50 LP disc , $19.50 cassette, Current Affairs Films.

Nationalism, Current Affairs Case Study Series, Newsweek, visuals and spirit masters.

"Nationalism," Encyclopaedia Brittanica Educational Corporation.
This 20 minute film with Hans Kohn as a consultant, defines the concept and traces its stages pointing out the construction of the concept.

"Nationalism Kit," Center for Teaching International Relations.
A study kit including an inquiry lesson with slides, a slide-tape show, etc., which by focusing on the nation-building experiences of the United States and selected Third World countries, seeks to clarify the concept of nationalism. Grade level, 10-12. Free kit description on request.

"Nation-State," Doubleday.
A multi-media kit with two filmstrips and cassettes or records.

"Not-Enough," 30 minutes, 1969, color, $10.00, Modern Learning Aids.

"One and a Half Dreams," 24 minutes, 1973, Color, Free, V.W. Development Programs.

"Partners for Tomorrow," 21 minutes, 1971, Black and White, Free, Peace Corps.

"People by the Millions," 20 minutes, Black and White, NFCB-McGraw-Hill, rental $7.00, Indiana University, Audio-Visual Center, Bloomington, Indiana.

"Rich Man, Poor Man," six films, 52 minutes, 1972, Color, $250.00 set, $50.00 each, Time/Life Films.

"Television for World Understanding," Tyler, Keith, Washington, D.C.: National Educational Association, 1970.
Treats the relationship between television and international understanding. Includes plans and strategies for using television to improve world understanding.

"The Adversary," 11 minutes, 1971, color, $65.00, Audio-Brandon.

"The Food Revolution," 26 minutes, 1969, Color, $18.00, Contemporary.

"The Mounting Millions," 60 minutes, Black and White, NET, Rental $12.00, Indiana University, Audio-Visual Center.

"The People Problem," 17 minutes, 1972, Color, $220.00, rental $19.00, Films, Inc.

"The Population Explosion," 38 minutes, Black and White, CBS-Carousel, rental $9.50, Indiana University, Audio-Visual Center.

"The Shaping of Western Culture," Holt, Rinehart and Winston, Fenton Series.
A filmstrip in the audio-visual kit that accompanies the Fenton Series, and makes a hard-hitting comparison of nationalism and religion.

"The Tragedy of the Commons," 25 minutes, 1971, color, King Screen Productions, Holt, Rinehart and Winston, Rental $11.00, Indiana University, Audio-Visual Center.

"Tilt," 23 minutes, 1972, color, Free World Bank.
Demonstrates the complexities associated with poverty and hunger.

"2000 A.D.," multimedia kit with one sound filmstrip, 32 visuals and ditto masters, simulation game, teacher's guide. LP disc, $47.00, cassette $49.95, Newsweek Education Division.

"Who Shall Reap?", 20 minutes, 1969, color, Rental fee $3.00, University of Illinois.

Media Guides and Publishing Agencies

A Guide to Films about Development, American Freedom from Hunger Foundation, 1715 H. Street N.W., Washington, D.C. 20006, $1.50.

American Protest Songs of War and Peace: A Selected Bibliography. Burns, Richard D., Series No. 1, Center for the Study of Armament and Disarmament, California State College, Los Angeles, California 90032.

Brandon Films, 221 West 57th Street, New York, New York 10019.

Churchill Films, 622 North Robertson Boulevard, Los Angeles, California 90069.

Films Incorporated, 1144 Wilmette Avenue, Wilmette, Illinois 60091.

Indiana University Audio-Visual Center, Bloomington, Indiana 47401.

Media and Methods, Peace, World Law Fund, 11 West 42nd Street, New York, New York, 10036.

National Peace Corps Tape Bank, Leyden High School, 2400 Rose Street, Franklin Park, Illinois 60131.

Prime Time School Television, Suite 1208, 100 North La Salle Street, Chicago, Illinois, 60602.
Provides information about forthcoming T.V. programs of interest to teachers as well as guides and suggestions for classroom discussion of selected programs.

Social Studies School Services, 10,000 Culver Blvd., Culver City, California, 90230.
Provides 8mm films, filmstrips, games and a range of other materials from various publishers. This is the only distributor at present with a specific listing on peace studies.

Television for World Understanding, National Education Association, 1201 16th Street N.W., Washington, D.C. 20036, $1.50.

War/Peace Film Guide, Dougall, Lucy, World Without War Council, 1730 Grove Street, Berkeley, California 94709, $1.50.
This guide includes an annotated list of some 200 films which deal with the problem of war. Both short and feature films included. The guide describes many of the best films concerning war, the arms race, international economic development, and other related areas.

Simulations

Aid Committee Game. Oxfam-American, Inc., 474 Center Street, Newton Massachusetts, 02158, $5.00.
This game is actually a series of decision-making situations drawn from 12 different countries of Africa and South America. After reading a brief overview of each country, inclu-

ding such aspects as its economic condition, population size and distribution, primary products, and trading partners, students must decide their priorities in allocating limited funds to specific development projects. It's an exciting game because the situations are both concrete and realistic. For junior high and above. Playing time requires three to five one-hour segments.

Alpha Crisis Game: Origins of World War I, Center for International Programs, New York State Education Department. Free.
This simulation game is designed to introduce the subject of the first world war in an experimental way.

Bafá Bafá, Simile II, A cross-cultural simulation.
Intended to teach some basic facts about what is meant by the term culture and some of the characteristics of cultures; create feelings which are similar to those one will likely encounter when one travels to a different culture; and to give the participants experience in observing and interacting with a different culture.

Baldicer, Wilcoxson, Georgeann, John Knox Press, Box 1176, Richmond, Virginia 23209, $25.00.
Simulates the problems of providing food for the world's populations, encouraging students to think about solutions in an economically interdependent world. Students are food coordinators for a hypothetical country and through negotiations, trading and buying try to sustain their populations. The players learn the effects of the population explosion, unequal distribution of resources and technology, inflation, and competition among nations. For grades 6-14.

Conflict, Simile II, P.O. Box 1023, La Jolla, California, 92037.
This simulation game presents a projected, futuristic, disarmed international system which students are encouraged to analyze and evaluate through a simulated crisis occurring within that system in the year 1999. $50.00.

Conflict Resolution, a teaching unit, based on the film Little Island.
Encourages students to analyze various modes of communication; including games of strategy and a case study on the Cuban Missile Crisis. Grade level 7-12, $1.00.

Crisis, Simile II.

Crunch, Abington Press.

Culture Contact, ABT Associates.

Dangerous Parallels, Scott, Foresman.
A series of six roles consisting of New Zenith, Control Nordo, Hameel, Tansana, Inland and Outland. Students take roles of ministers for each of these countries. Each nation differs as to resources, power and government.

Guns or Butter, Simile II, P.O. Box 1023, La Jolla, California, 92037.
This simulation places students in an international system like the present, with nuclear weapons, and raises questions about how the system can be changed to be less war-prone and satisfy human needs for more "butter."

Intelligence Gathering,
A role playing exercise designed to motivate inquiry into the roles that various intelligence communities play in policy making. Illustrates the problems of decision-making in crisis situations. Grade level 7-12, $.50.

Mission-Peace, Interact, P.O. Box 262, Lakeside, California, 92040.

Inter-nation Simulation, SRA, Cherryholmes, Cleo and Guetzkov, Harold, 259 East Erie Street, Chicago, Illinois 60611.
This simulation, a simplified representation of a system of nations and international organizations, gives the participants the experience of making decisions in a miniature prototype of the world.

Peace Games, Journal of the American Association of University Women, May 1970.
An article that originally appeared in this issue and is available as a reprint from the Institute for World Order, enables students to test out models of international organizations through scenarios.

Propaganda Game, SS School Services.

Simulating Social Conflict, Sociological Resources for the Social Sciences.

Simulation: The Decision-Making Model, World Affairs Council of Philadelphia.

Star Power, Simile II, P.O. Box 1023, La Jolla, California, 92037, R. Garry Shirts.
A highly involving game about the world's unequal distribution of wealth and power in which individual players have a chance to progress from one economic level to another by acquiring wealth through trade. At one point, the rich are given the right to make the rules for the game and invariably act to keep themselves in the privileged position. The post-game discussion should focus on the world's unequal distribution of wealth and power. For grades 7 and up. Requires 1-3 hours playing time. Powderhorn is an elementary version that is appropriate for grades 4-6. $25.00 ($3.00 for do-it-yourself instructions).

Interact's Simulations, Interact, Post Office Box 262, Lakeside, California, 92040.

Simile II Catalog, Post Office Box 1023, La Jolla, California 92037.

Simulation Games, An Introduction for the Social Studies Teacher, Livingston, Samuel A., New York: Free Press, 1973.
This short book is both basic and practical. It is for teachers who decide to run a game and become uneasy at their audacity. Chapters include what games are, how to run them, where they fit into a curriculum, designing games, research on the performance of games, and standard examples of a game appendix. $4.95.

Simulation Games: Design and Implementation, Mardment, Robert and Bronstein, Russel M., Columbus, Ohio: Charles E. Merrill Publishing Company, 1973.
This is a short, one-hundred page book. A good introductory chapter on the definition of games is followed by short chapters on the history of games, games and learning. A relatively long chapter on the design and use of games is the main attraction of the book. It discusses this aspect of games in a step-by-step process, outlining problems at each step. A bibliography is included. $2.95.

Systems Imperiled! Center for Teaching International Relations, University of Denver.

The Planet Management Game, Houghton Mifflin, Boston, Massachusetts.
This simulation game helps the students understand the interrelationship between various problems in which the players must manage an earthlike planet and make decisions about such variables as population, pollution, food and income.

The Value Game, Long, Barbara and Linehand, Thomas E., New York, Herder and Herder, Inc., 1970.
This game is designed to reveal differing value systems.

Trade and Develop, Academic Games Project, John Hopkins University.

Simulation and Games Bibliography

"Abbreviated Games and Simulations Guide," Social Education, November, 1972.
A very handy guide from the Social Science Education Consortium, Boulder, Colorado 80302. Contains information for each game on where to order, grade level, subject area, number of players, time to run game, and price.

A Bibliography of Educational Simulations Available for Rent from the Church Center for the United Nations, National Council of Churches, Church Center for the United Nations, 777 U.N. Plaza, Room 10E, New York, New York, 10017.
A list of 18 games dealing with international affairs, which can be rented from the center for a small fee.

Constructional Simulation Systems: An Annotated Bibliography, Twelker, P.A., Corvallis, Oregon: Continuing Education Publications, 1969.
This is an extensive annotated bibliography concerning simulations and games. It is largely composed of theoretical or game descriptions on a wide set of areas of interest. Access to the bibliography is through descriptors.

Simulation Games for the Classroom, Nesbitt, William A., Thomas Y. Crowell, New York, New York, 1971.
Discusses what simulations are, the kinds of simulation games and their values, limitations, and prospects. Also includes an annotated bibliography of simulation games and books. Price $2.50.

Simulation/Gaming/News, Box 3039 University Station, Moscow, Idaho 83843.
This newsletter is published five timesa year for $4.00. The newsletter contains reviews of books, articles both for novices and veterans in the gaming business, ideas for teaching with simulations, etc. It is a good way to keep up with what is happening in simulations and games.

Simulations in the Classroom, Taylor, John L. and Walford, Tex, Baltimore, Maryland: Penguin Books, 1972.
Topics include: what are games, their history, their advantages and disadvantages, and running and designing games. Six games are completely described, including their materials. A directory of 87 non-commercial games and a bibliography is included. $1.95.

Teaching Global Issues through Simulation (#75), Intercom.
These and other games relating to international affairs are described in this 1974 issue.

The Guide to Simulations/Games for Education and Training, Zuckerman, David W., and Horn, Robert E., Information Resources, P.O. Box 416, Lexington, Massachusetts 02173, 1974.
This is an expensive, but very complete directory of some 600 games with extensive annotations. Some 18 are in international relations. There is also an extended discussion of five games for beginners, an article on designing simulations, and an article for beginners with an annotated bibliography. Information on producers of games is provided as well. This is the directory of games and makes interesting browsing to see what's available. The articles are also interesting. $15.00.

SECTION III -- RESOURCES PRODUCED BY SELECTED PROJECTS AND ORGANIZATIONS FOR TEACHERS AND CLASSROOM USE

(Only the addresses and partial listings of materials are included here. It is suggested that interested persons send requests for additional information to the project or organization of particular interest.)

Center for International Programs and Comparative Studies
The State Education Department of New York
99 Washington Avenue
Albany, New York

Data on the Human Crisis: A Handbook for Inquiry, with Teacher's Guide. The handbook contains data sheets, most of which are in graph form, that succinctly summarize important information. The data sheets are organized under the following categories: 1) International and National Violence; 2) The Cost of Arms; 3) Population Growth; 4) Pollution and Depletion of Natural Resources; 5) The Rich-Poor Nation Gap; 6) Rapidity of Change; 7) International Cooperation; 8) Interrelationship of Problems and the Future. A Teacher's Guide suggests ways the data can be used with an inquiry approach and provides questions and possible hypotheses for each data sheet.

Readings on Human Nature and War. A collection of interdisciplinary readings in under-development for junior or senior high school students that helps to explore the question of whether war and other forms of mass violence are to be explained by something innate in humans. These readings, from such fields as ethnology, psychology, biology, and anthropology, ask if aggressive behavior is innate or learned. The questions will also encourage students to develop hypotheses on ways to reduce the level of violence in conflict situations. The materials will point out the crucial difference between individual aggressiveness and the highly organized, institutionalized phenomenon of warfare. A bibliography, including films and additional readings, is provided.

Center for Teaching International Relations
Graduate School of International Studies
University of Denver
Denver, Colorado 80210

Conflict Resolution. A teaching unit, based on the film Little Island, which encourages students to analyze various

modes of communication; includes games of strategy and a case study on the Cuban Missile Crisis. Grade level, 7-12, $1.00.

Intelligence Gathering. A role-playing exercise designed to motivate inquiry into the roles that various "intelligence communities" play in policy making. Illustrates the problems of decision-making in crisis situations. Grade level, 7-12, $.50.

Nationalism Kit. A study kit including an inquiry lesson with slides, a slide tape show, etc., which by focusing on the nation-building experiences of the United States and selected Third World countries, seeks to clarify the concept of nationalism. Grade level, 10-12. Free kit description on request.

Center for War/Peace Studies
218 East 18th Street
New York, New York 10003

Intercom, published three to five times a year. Subscription rates start at five issues for $6.00 with bulk rates available. Single copies $1.50. Past and all future issues are designed for direct classroom use, and cover a specific subject. Usable for from three to ten sessions, depending on interest. Each contains a background essay. A complete teaching unit not needing outside materials, and annotated resources and organizations if deeper study is desired. Some issues currently available are:
#74 Multinational Corporations: The Quiet Revolution (12/73)
#73 Teaching Toward Global Perspectives (9/73)
#72 Teaching About Population (5/73)
#71 Teaching About Spaceship Earth: A Role-Playing Experience in the Middle Grades (11/72)
#69 Development: New Approaches (4/72)

War/Peace Report. A bi-mc ..ly journal of fact and opinion on progress toward a world of peace with justice.

Global Dimensions in U.S. Education, a series of four booklets:
The Elementary School, by Judith V. Torney and Donald N. Norris.

The Secondary School, by James M. Becker and Maurice A. East.
The University, by Maurice A. Hatari.
The Community, by William C. Rogers.

Global Concepts for the Social Studies, by David King. A curriculum guide for developing global perspectives in education, K-12.

The Quality of Life, by David C. King. A series of three booklets published in 1973.

An Attainable Global Perspective by Robert G. Hanvey. This paper describes certain modes of thought, intellectual skills and capacities that might contribute to the formation of a global perspective.

The center also provides a number of free materials upon request.

ERIC/ChESS, Clearinghouse for Social Studies Education
855 Broadway
Boulder, Colorado 80302

ERIC (Educational Resources Information Center) is a nationwide information system designed to help educators keep up-to-date in their fields. Services from the center include computer retrieval of documents, journals, issues related to social studies teachers and students, education as a social science, social studies and the community, teaching strategies, research programs, curriculum development, as well as many other topics related to social studies education.

Foreign Policy Association
345 East 46th Street
New York, New York 10016

Headline Series includes several pamphlets on global topics which can be used with high school classes. The pamphlets consist of readings and questions for classroom discussion. Titles include: Dollars, Job, Trade, and Aid; The Interdependence of Nations; Rethinking Economic Development; Struggle Against World Hunger; The U.N. and World Order.

Great Decisions, 19--. A yearly publication in which a set of topics is discussed in a series of short articles.

United Nations Office of Public Information
Room 1045B
United Nations
New York, New York 10017

Numerous publications are available by request from the United Nations and its many special agencies listed below. Agencies which provide global studies materials include:

The Center for Economic and Social Information (CESI)
United Nations
Room 250
New York, New York 10017

The United Nations Development Programme (UNDP)
N.G.O. Liaison Officer
UNDP/OERI
3rd Floor, 345 East 46th Street
New York, New York 10017

Food and Agricultural Organization (FAO)
Via delle Tume di Caracalla
00100 Rome, Italy

Action for Development/Freedom from Hunger Campaign
The Coordinator
FAO/FFHC
00100 Rome, Italy

The following two newsletters are published by Action for Development:
Development Education Exchange.
Ideas and Action Bulletin.

The World Bank Group
1818 H Street N.W.
Washington, D.C. 20433

The United Nations Children Fund (UNICEF)
United Nations
New York, New York 10017

United Nations Educational, Scientific and Cultural Organization (UNESCO)
UNESCO Publications Center
Division of Unipub, Inc.
P.O. Box 433
Murray Hill Station
New York, New York 10016

World Health Organization (WHO)
1211 Geneva 27
Switzerland

U.S. Government Publications
The Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Departments which provide materials with a global perspective include:

Bureau of Public Affairs
Distribution Control Division
Office of Media Services
Department of State
Room 5819A
Washington, D.C. 20520

(Teachers may request to be placed on their mailing list. The Bureau provides information on foreign policy background pamphlets, films, filmstrips, speakers, etc.)

Bureau of Educational and Cultural Affairs
The Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

(A yearly summary describing the Bureau's exchange programs; also various pamphlets and leaflets.)

U.S. Agency for International Development (AID)
Office of Public Affairs
Agency for International Development
Department of State
Washington, D.C. 20523

(Descriptions of U.S. Foreign Aid programs, economic data for developing countries, and War on Hunger, a monthly magazine. War on Hunger may be obtained free of charge by sending request to:
Publications Division
Office of Public Affairs, AID
Room 4953, State Department Building
Washington, D.C. 20523)

The Office of Public Information of the Peace Corps
ACTION
Washington, D.C. 20525

(Produces some materials dealing with cross-cultural communication which may be useful for teachers to use in the classroom.)

The Office of Public Affairs
U.S. Arms Control and Disarmament Agency
Washington, D.C. 20451

(Produces materials on problems of arms control such as economic effects of disarmament, world military expenditures, etc.)

Division of International Education
Office of Education
U.S. Department of Health, Education and Welfare
Washington, D.C. 20202

(Includes information about teacher exchange and foreign research projects.)